

Name of Principal Dr. M. J. Ward
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Jefferson Elementary School
(As it should appear in the official records)

School Mailing Address 4720 Jackson Ave
(If address is P.O. Box, also include street address)

Fort Riley	Kansas	66442-1420
City	State	Zip Code+4 (9 digits total)

Tel. (785) 784-4033 Fax (785) 784-2372

Website/URL www.usd475.org/JE E-mail cathystriggow@usd475.org

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) _____ Date _____

Name of Superintendent* Dr. Mary Devin
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Geary County Unified School District 475 Tel. (785) 238-6184

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson Mr. LaMont Godsey
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2003-2004 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1998.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: 13 Elementary schools
 2 Middle schools
 _____ Junior high schools
 1 High schools
 _____ Other (Briefly explain)
- 16 TOTAL

2. District Per Pupil Expenditure: \$8,186

Average State Per Pupil Expenditure: \$8,894

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☐ Urban or large central city
☒ Suburban school with characteristics typical of an urban area
☐ Suburban
☐ Small city or town in a rural area
☐ Rural

4. 10 Number of years the principal has been in her/his position at this school.

_____ If fewer than three years, how long was the previous principal at this school?

5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
K	22	25	47		7			
1	23	19	42		8			
2	18	17	35		9			
3	30	21	51		10			
4	27	16	43		11			
5	21	18	39		12			
6					Other*	20	10	30
			TOTAL STUDENTS IN THE APPLYING SCHOOL →					287

*The Early Childhood Special Education Preschool classroom is a self contained reverse mainstreamed program for students' ages 3-6 years.

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------|----------------------------------|
| <u>64</u> | % White |
| <u>24</u> | % Black or African American |
| <u>9</u> | % Hispanic or Latino |
| <u>2</u> | % Asian/Pacific Islander |
| <u>1</u> | % American Indian/Alaskan Native |
| 100% | Total |

7. Student turnover, or mobility rate, during the past year: 47.3 %

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	52
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	84
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	136
(4)	Total number of students in the school as of October 1	287
(5)	Subtotal in row (3) divided by total in row (4)	.473
(6)	Amount in row (5) multiplied by 100	47.3%

8. Limited English Proficient students in the school: 3.5 %
9 Total Number Limited English Proficient

Number of languages represented: 3
Specify languages: Spanish, German, Korean

9. Students eligible for free/reduced-priced meals: 44 %

113 Total Number Students Who Qualify

If this method does not produce a reasonably accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: $\frac{10}{26}$ %
Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u>2</u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u>2</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>11</u> Specific Learning Disability
<u> </u> Hearing Impairment	<u>10</u> Speech or Language Impairment
<u>1</u> Mental Retardation	<u> </u> Traumatic Brain Injury
<u> </u> Multiple Disabilities	<u> </u> Visual Impairment Including Blindness

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u> </u>
Classroom teachers	<u>11</u>	<u> </u>
Special resource teachers/specialists	<u>7</u>	<u>6</u>
Paraprofessionals	<u>7</u>	<u>1</u>
Support staff	<u>8</u>	<u>8</u>
Total number	<u>34</u>	<u>15</u>

12. Average school student-“classroom teacher” ratio: 22.0
13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	96.5%	96.3%	96.1%	96.2%	96.2%
Daily teacher attendance	92.0%	94.0%	93.0%	92.5%	95.5%
Teacher turnover rate	9%	0%	9%	18%	9%
Student dropout rate	NA	NA	NA	NA	NA
Student drop-off rate	NA	NA	NA	NA	NA

PART III – SUMMARY

Jefferson Elementary School, USD 475, is a K-5 Elementary School located on Fort Riley Military Reservation in Kansas. The student population is approximately three hundred, and approximately 97.7% are military dependents. Forty percent of our student population receives free or reduced lunch benefits. The majority of our students remain with us from two to three years. All students are within walking distance, with the exception of a few special education students and those students participating in the School Age Services Program.

The teaching staff consists of eleven classroom teachers, Physical Education, Music, Media Specialist, Title 1 and two Special Education teachers. Dr. M. J. Ward has been the principal for 10 years. Other support staff includes five paraprofessionals, one teacher's assistant, one library clerk, one student support monitor, one nurse, and two secretaries.

Jefferson Elementary School houses three preschool programs. The Head Start Preschool classroom provides services for students aged 3-5 years old based on economic need. The Early Childhood Special Education Preschool classroom is a self contained reverse mainstreamed program for students' ages 3-6. Parents as Teachers is a district-wide program that provides parental support and education targeting children from birth to 3 years old. These programs provide community support for approximately 107 children and their families.

The Jefferson Elementary School Mission states, "Jefferson School is committed to an environment which fosters the need of each individual to learn skills, question, and create ideas that enable them to become productive members of society." The academic instruction is focused on providing challenging curriculum that stimulates thinking and problem solving. Our belief statement mirrors the district motto, "We believe all can achieve." Staff members are committed to insuring that each student receives an education that challenges individual achievement and promotes learning.

Academic instruction is provided in Language Arts, Mathematics, Social Studies and Science daily. In addition, students participate in Physical Education, Music, Computer Assisted Instruction in Math and Reading, and Integrated Library programs. Technology curriculum is integrated into the core courses throughout the school year. Accelerated Reading is utilized to promote and encourage reading outside of the curriculum.

Jefferson Elementary School has shown significant progress in state and district assessments yearly. Over 97% of Jefferson students participating in USD 475 Criterion Referenced Tests achieve mastery of district curriculum objectives. District curriculum objectives are aligned with the Kansas Standards. Annual Kansas Assessment scores have improved in math and reading. In May 2003, Jefferson Elementary School earned the Kansas Standard of Excellence in Math.

Parent and community support is evidenced through an active Parent Teacher Association, Building Site Council, and volunteers. Parent participation in bi-annual student conferences is 100%. Student recognition programs and activities are well attended. Parents and community members participate as teaching staff for the Hands-On-Science Program and the Extended Day Learning Program after school. As volunteers, support is provided for social functions, classroom activities, and teacher assistance.

Part IV – Indicators of Academic Success

1. Jefferson Elementary students participate in the Kansas Reading Assessment in fifth grade and the Kansas Mathematics Assessment in fourth grade. All students currently enrolled, including English Language Learners and Special Education students, participate in the assessments given during late March and early April. Results are reviewed by the staff prior to the end of the school year and impacts planning for the following year. Parents and guardians receive official notification of their child's assessment scores by mail.

READING: Jefferson Elementary student scores, when compared across the state, maintain a significantly lower percentage of students below the proficient level than the total state scores. For the past two years the percentage of students scoring in the Exemplary Category has been higher than the total state percentage of students. There were no Jefferson students who scored in the Unsatisfactory Category in 2003 and the gap between all subgroups has decreased.

State Assessment performance data are reported using the following levels and cut points:

- Exemplary (93 – 100): student independently demonstrates the ability to go beyond the text consistently.
- Advanced (87-92): student independently demonstrates inferential understanding within a text.
- Proficient (80-86): student demonstrates a literal understanding of text with instructional support before, during, and/or after reading.
- Basic (68-79): student requires extensive support in decoding text. Application of knowledge and skills is limited, inconsistent, or incomplete. Intervention is necessary.
- Unsatisfactory (0-67): student does not meet any of the preceding criteria.

MATH: Jefferson Elementary student scores at the Exemplary Category have steadily increased since 1999 with a significant increase during the 2002-2003 school year. Jefferson students achieved the state Standard of Excellence in 2003 with all students scoring in the Proficient or above category. Students scoring below the Proficient Category decreased steadily prior to school year 2002-2003 and the gap between major sub-groups has decreased.

State Assessment performance data are reported using the following levels and cut points:

- Exemplary (75-100): student demonstrates superior knowledge and a comprehensive understanding of all four Standards.
- Advanced (60-74): student demonstrates a high level of knowledge and comprehensive understanding within at least three of the Standards.
- Proficient (48-59): student demonstrates sound knowledge and understanding with the four areas of the Standards, but may not be able to apply his or her understanding within each of the four areas.
- Basic (35-47): student is having difficulty in consistently demonstrating basic skills, concepts, and procedures across one or more Standards.
- Unsatisfactory (0-34): student does not demonstrate understanding of facts, concepts, or procedures from any of the four Standards.

The four Standards are Number and Computation, Algebra, Geometry, and Data.

Jefferson fifth grade students participate in a nationally normed assessment, The California Achievement Test. The Median National Percentile (MNP) in reading has steadily increased, approaching the fourth quartile in 2003. The total MNP score for math has continued to improve over the past four years.

2. Quarterly formative assessments are administered to students in reading, math and writing. The results of the formative assessments are used to guide and change instruction. Each classroom teacher reviews, with the principal the formative assessment data quarterly. During bi-monthly staff focus group meetings, staff members discuss strategies and instructional issues to resolve concerns and improve instruction.

Through the use of disaggregated data, staff members identify trends in subgroups and make instructional changes to address and resolve negative trends. Students struggling to achieve satisfactory progress are identified and specific instructional strategies are implemented. These strategies are selected based on student needs.

Additional support for struggling students is provided in several ways. Title one funds are used to provide a Curriculum Specialist who provides explicit instruction in math and reading comprehension strategies to identified students. These groups are flexible and change as the students demonstrate ability. Students chosen to attend the Extended Day Learning Program meet for two hours after the regular school day and receive direct instruction in reading and math skills. These students participate in 70-90 minutes daily of additional academic instruction prior to attending an activity time designed to incorporate skills.

3. Teachers meet with individual students to discuss assessments results. Classroom newsletters provide parents the classroom schedule and highlight upcoming assessments. Midterm progress reports provide a snapshot of the student's progress at that point.

Parents receive assessment reports each quarter. All assessment reports correlate directly to the district and state standards. Once each semester, parents attend conferences to discuss student progress and review the student and class assessment.

The Site Council, comprised of parent representatives, meets quarterly to discuss school-related issues. Test data are shared with those in attendance. Site Council members discuss appropriate strategies to enhance school improvement issues and discuss the building report card provided by the Kansas State Board of Education.

The district hosts an annual "Schools in Review" night which provides an opportunity for community members to visit school, receive assessment data, tour the facility, and observe student products. A copy of the schools' assessment results is provided to attendees.

The Building Quality Performance Accreditation (QPA) team presents a review of district and state assessment data to the Board of Education annually. A copy of the assessment reports for the California Achievement Test, the Kansas State Assessments and the district Criterion Referenced Tests is mailed to parents. All state assessment data are reported annually in the local newspaper.

4. Jefferson Elementary School is willing and ready to share our successes with other schools. We have shared academic successes and strategies with the District Curriculum Instruction Advisory Committee. Student data, achievement, and instructional techniques were also shared.

Staff members participate in district level task forces and committees. This is an opportunity to continue sharing data. These task forces and committees address each curriculum area and discuss state standards and objectives. New teachers participate in a mentoring program and have the support of an experienced staff member throughout the year.

We report our progress on our School Improvement Plan to the Board of Education. During this

presentation we highlight reading and math assessment data and share strategies used to support struggling students, as well as staff development that supports the strategies. In May, this information is shared with the community during the annual Schools in Review night.

Several schools and districts have contacted Jefferson Elementary to request additional information concerning strategies and programs. As requests are received, information and data are distributed to the requesting schools and districts.

If selected, information will be disseminated through television and radio coverage, newsletters, and on the school marquee. A banner will be prominently displayed and a school-wide celebration will take place.

PART V – CURRICULUM AND INSTRUCTION

1. Jefferson Elementary School curriculum includes reading, writing, mathematics, social studies, science, PE, and Music. Each of the curriculum areas has been aligned with Kansas Standards and benchmarks. The curriculum was developed with teacher input through district task forces. The curriculum is comprehensive and provides challenging and substantive information. Students master specific objectives in order to be prepared for subsequent grade levels.

Our reading framework, the Four Blocks Literacy Model, provides daily opportunities for Guided Reading, Working with Words, Writing, and Self-Selected Reading. Additionally, students receive instruction in phonics and phonemic awareness. This diverse approach to reading instruction allows all children an opportunity to develop reading skills through their appropriate learning styles. The model allows for the use of quality literature designed to engage students and challenge reading skills.

Students are instructed in the Five Step Writing Process- prewriting, drafting, revising, editing, and publishing. Quarterly, student work is evaluated and published using the Six-Trait Writing Model. This work is included in a student portfolio and remains with the student throughout their elementary years.

To support the mathematics curriculum, the district has adopted the Everyday Mathematics series. This rigorous program is implemented at all grade levels. The program builds problem-solving skills. The curriculum spirals through each grade level, challenging students to apply their knowledge of basic skills to more complex mathematics problems and to real world problems.

Our district uses the Harcourt Brace Social Studies series to support the curriculum. Social, economic, historical, and governmental concepts are developed. Students complete a District Social Studies Performance Assessment biannually that incorporates all of the identified concepts.

The science curriculum is supported by Discovery Works by Houghton Mifflin. This curriculum is designed with a hands-on opportunity for discovery followed by reading content that develops understanding of the concept. Concepts are developed in the three areas of life science, physical science and earth science. This curriculum builds student scientific process knowledge and understanding.

The recently adopted Physical Education Essentials curriculum incorporates flexibility, endurance, muscle strength, and cardio-respiratory endurance. Appropriate activities are designed to promote and encourage student participation. The Carol M. White Physical Education for Progress (PEP) Grant was recently awarded to our district and will fund the purchase of additional equipment.

The Music curriculum is designed to provide musical experiences that develop music appreciation and develop basic knowledge. Students participate in vocal and instrumental activities. Instrumental activities include keyboards, bells, recorders, and rhythm instruments. Each grade performs annually in musical programs that are presented to the community.

Instruction in art is provided to Jefferson students each semester. Students learn the fundamentals of drawing and art perspective provided by an art resource teacher.

Additional curriculum activities include character development, health, Second Step, and Drug Abuse and Resistance Education (D.A.R.E.). The Student Support Monitor provides Character Development instruction through the use of Lifelong Guidelines and Life Skills. The district health curriculum, developed with community input, promotes good self-concept and discourages risky behaviors.

2. The Four Blocks Literacy Model was chosen as the reading format and meets the needs of our students. The Four Blocks Literacy Model provides daily opportunities for Guided Reading, Working with Words, Writing, and Self-Selected Reading. Additionally students receive instruction in phonics and phonemic awareness. This diverse approach to reading instruction allows all children an opportunity to develop reading skills through appropriate learning styles. The model incorporates quality literature designed to engage students and challenge reading skills.

Although the Four Blocks Literacy Model is the reading framework, staff members utilize strategies developed by nationally recognized consultants and authors, Debbie Miller and Janet Allen. Distinguishing differences between narrative and expository texts, creating mental images, developing purposeful questions, developing skills in understanding schema, making meaningful connections, and drawing inferences are the components of meaningful reading. Students, identified through disaggregated formative data, participate in programs designed to support struggling readers.

Reading staff development continues, insuring instructional proficiency in Four Blocks Literacy Model. Staff members support each other, sharing successful classroom strategies. Jefferson Elementary School received a 2003 Challenge Award Certificate of Recognition in Reading for fifth grade student achievement on the Kansas Reading Assessment from the Kansas Confidence in Public Education Task Force.

3. The Everyday Mathematics Series is used to support the district math curriculum. This series is implemented at all grade levels. The curriculum begins with concrete, hands-on opportunities at the Kindergarten level and continues to develop higher level thinking skills through fifth grade. Through a spiraling curriculum, students are exposed to the mathematical domains of number sense, algebra, measurement, geometry, data analysis, and probability. Daily routines and activities are utilized to build conceptual understanding. This design increases student knowledge and understanding over time

Formative assessments are given with each unit as a pre- and post-test to insure continued improvement. The disaggregated data allows each classroom teacher to review student progress and adjust teaching to meet the needs of specific students. Staff members meet to discuss the data and share instructional ideas, mathematical concepts and problems that promote learning. As staff members review the formative assessments, instruction is focused to meet student needs.

Jefferson Elementary School received the 2002 and 2003 Challenge Award Certificate of Recognition in math for fourth grade student achievement on the Kansas Mathematics Assessment from the Kansas Confidence in Public Education Task Force. Jefferson Elementary School achieved the Mathematics State Standard of Excellence in 2003. All students scored in the Proficient category or above.

4. The staff uses numerous instructional methods to meet the needs of all students. Instructional methods were chosen through the QPA process and are research based. Only strategies that met high standards with proven data were selected. Through this process, the Four-Block Literacy Model and the Problem Solver materials were selected. Additionally, staff members were involved in the selection of our current textbook series for Mathematics (Everyday Mathematics) and Reading (Harcourt Brace). Every staff member is engaged in providing quality instruction in all curriculum areas.

Staff members are continuously reviewing state and district learning benchmarks, standards and objectives while participating in numerous district level workshops, task forces and grade level meetings. Through this process, staff members understand the student expectations for achievement at each grade level. This allows for competent instruction and proficient learning resulting in student achievement. There are several supplementary programs that support student learning at Jefferson. Math and Reading Academies are small group sessions focusing on non-mastered skills and strategies for 4th and 5th grade students. After school tutoring provides an hour daily of additional instruction for students in grades 1-5. Title 1 and Special Education provide tutoring throughout the day for struggling students in math and reading. The Hands-On-Science program provides additional instruction in the science processes.

5. Jefferson Elementary Staff Development is multi-faceted. There are numerous opportunities for staff members to participate in staff development that meets individual needs. Staff members can choose from district, state, and national staff development opportunities within and outside of the district. This wide approach allows staff members to choose an opportunity that meets their needs for professional growth.

The staff development focus for reading is on the Four-Block Literacy Model. All staff members have participated in conferences and building staff development sponsored by the district. In addition, Cheryl Sigmon, national presenter and consultant, has observed in classrooms and provided specific feedback for continued growth and implementation. Jefferson Elementary staff has also participated in Janet Allen and Debbie Miller staff development opportunities focused on specific reading comprehension strategies.

Staff development opportunities for math provided in-depth instruction in specific teaching strategies for the Everyday Math Series. Every teacher attended district sponsored staff development at the implementation of this series and ongoing staff development is provided as needed. In addition, Kim Sutton, a national presenter and creator of the Creative Mathematics Company, has provided summer institutes for the past three years. During this opportunity, staff members were provided instruction in critical math concepts and problem solving. Our building has received training in the Problem Solver materials.

The Kansas Reading Assessment is administered in 5th grade. It is prepared by the Center for Educational Testing and Evaluation, School of Education, at the University of Kansas and is administered in the spring. The test is reviewed and republished annually.

KANSAS DATA				
KANSAS READING ASSESSMENT				
MEAN PERCENT DATA				
	2002-2003	2001-2002	2000-2001	1999-2000*
% At or Above Basic	91.0%	87.4%	86.7%	86.9%
% At or Above Proficient	68.8%	63.0%	64.3%	63.1%
% At or Above Advanced	45.8%	40.0%	40.0%	40.9%
% At Exemplary	18.5%	15.0%	14.4%	15.7%
*Format of test and grade level tested changed.				

JEFFERSON ELEMENTARY SCHOOL				
KANSAS READING ASSESSMENT				
	2002-2003	2001-2002	2000-2001**	1999-2000*
% At or Above Basic	100.0%	96.6%	85.0%	88.0%
% At or Above Proficient	88.2%	79.3%	59.5%	64.0%
% At or Above Advanced	58.8%	55.2%	34.0%	40.0%
% At Exemplary	23.5%	20.7%	8.5%	20.0%
# of students tested	34	29*	47*	25
% of students tested	100%	100%	100%	100%
# of students excluded	0	0	0	0
% of students excluded	0%	0%	0%	0%
*Format of test and grade level tested changed.				
**Numbers as reported by state in May 03				

NOTE: Kansas uses five Performance Level Categories (Unsatisfactory, Basic, Proficient, Advanced and Exemplary). We have combined Unsatisfactory and Basic Kansas Performance Level Categories to report the "At or Above Basic" percentages.

JEFFERSON ELEMENTARY SCHOOL				
Kansas Reading Assessment				
Subgroup Scores				
READING: by ETHNICITY				
	2002-2003	2001-2002	2000-2001	1999-2000*
White Students				
% At or Above Basic	100.0%	100.0%	96.0%	80.0%
% At or Above Proficient	95.0%	83.3%	72.0%	50.0%
% At or Above Advanced	60.0%	55.5%	48.0%	40.0%
% At Exemplary	35.0%	27.8%	12.0%	30.0%
# of students tested	20	20	25	10
Black Students				
Where the number of students falls below 10 we are unable to report to the State a disaggregation by ethnicity.				
READING: by SES				
Free or Reduced				
% At or Above Basic	100.0%	92.3%	83.4%	N/A**
% At or Above Proficient	92.3%	84.6%	66.7%	N/A**
% At or Above Advanced	38.5%	46.1%	38.9%	N/A**
% At Exemplary	7.7%	15.4%	5.6%	N/A**
# of students tested	13	17	18	0
READING: by GENDER				
Female Students				
% At or Above Basic	100.0%	92.3%	92.5%	90.0%
% At or Above Proficient	93.7%	76.9%	70.3%	70.0%
% At or Above Advanced	50.1%	53.9%	51.8%	40.0%
% At Exemplary	18.8%	7.7%	14.8%	20.0%
# of students tested	16	16	27	10
Male Students				
% At or Above Basic	100.0%	100.0%	83.3%	87.0%
% At or Above Proficient	83.4%	81.3%	50.0%	60.0%
% At or Above Advanced	66.7%	56.3%	11.1%	40.0%
% At Exemplary	27.8%	31.3%	0%	20.0%
# of students tested	18	19	18	15
*Format of test and grade level tested changed.				
**Coding error on test				

The Kansas Mathematics Assessment is administered in 4th grade. It is prepared by the Center for Educational Testing and Evaluation, School of Education, at the University of Kansas and is administered in the spring. The test is reviewed and republished annually.

KANSAS DATA				
KANSAS MATHEMATICS ASSESSMENT				
MEAN PERCENT DATA				
	2002-2003	2001-2002	2000-2001	1999-2000*
% At or Above Basic	92.4%	88.7%	88.1%	86.0%
% At or Above Proficient	74.5%	65.5%	67.2%	62.4%
% At or Above Advanced	52.3%	45.4%	42.1%	39.1%
% At Exemplary	23.0%	18.1%	16.8%	13.8%
*Format of test and grade level tested changed.				

JEFFERSON ELEMENTARY SCHOOL				
KANSAS MATHEMATICS ASSESSMENT				
	2002-2003	2001-2002	2000-2001**	1999-2000*
% At or Above Basic	100.0%	95.3%	88.1%	90.5%
% At or Above Proficient	100.0%	81.5%	66.7%	73.8%
% At or Above Advanced	94.3%	55.9%	42.9%	50.0%
% At Exemplary	51.4%	23.3%	11.9%	14.3%
# of students tested	35	43*	42*	42
% of students tested	100%	100%	100%	100%
# of students excluded	0	0	0	0
% of students excluded	0%	0%	0%	0%
*Format of test and grade level tested changed.				
**Numbers as reported by state in May 03				

NOTE: Kansas uses five Performance Level Categories (Unsatisfactory, Basic, Proficient, Advanced and Exemplary). We have combined Unsatisfactory and Basic Kansas Performance Level Categories to report the “At or Above Basic” percentages.

JEFFERSON ELEMENTARY SCHOOL				
Kansas Math Assessment				
Subgroup Scores				
MATH: by ETHNICITY				
	2002-2003	2001-2002	2000-2001*	1999-2000
White Students				
% At or Above Basic	100.0%	95.0%	87.5%	88.0%
% At or Above Proficient	100.0%	80.0%	66.7%	84.0%
% At or Above Advanced	95.4%	55.0%	50.0%	60.0%
% At Exemplary	63.6%	30.0%	12.5%	12.0%
# of students tested	22	21	24	25
Black Students				
% At or Above Basic	100.0%	93.3%	84.7%	92.0%
% At or Above Proficient	100.0%	73.3%	69.3%	49.0%
% At or Above Advanced	90.0%	60.0%	38.5%	28.0%
% At Exemplary	30%	20.0%	15.4%	7.0%
# of students tested	10	14	13	14
MATH: by SES				
Free or Reduced				
% At or Above Basic	100.0%	100.0%	79.1%	N/A**
% At or Above Proficient	100.0%	94.5%	58.0%	N/A**
% At or Above Advanced	93.8%	66.7%	26.4%	N/A**
% At Exemplary	43.8%	27.8%	5.3%	N/A**
# of students tested	16	17	19	0
MATH: by GENDER				
Female Students				
% At or Above Basic	100.0%	100.0%	80.0%	95.0%
% At or Above Proficient	100.0%	86.5%	60.0%	76.0%
% At or Above Advanced	91.7%	56.5%	45.0%	57.0%
% At Exemplary	50.0%	26.1%	15.0%	14.0%
# of students tested	12	22	20	21
Male Students				
% At or Above Basic	100.0%	90.0%	95.0%	86.0%
% At or Above Proficient	100.0%	75.0%	75.0%	72.0%
% At or Above Advanced	95.7%	55.0%	45.0%	43.0%
% At Exemplary	52.2%	20.0%	10%	14.0%
# of students tested	23	21	20	21
*Format of test and grade level tested changed.				
**Coding error on test				